

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • U-6

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage

 5 minutes

Read part 1 of the passage *Sally Takayama's Worst Day Ever* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency

 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 130 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding

 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

Why was Sally acting upset? (She had a very bad day.)

What was the first bad thing that happened? (Her shoe fell off)

What happened to the shoe before she got it back? (Someone ran over it.)

If time permits, repeat the steps above using part 2 of the passage, *Sally Takayama's Worst Day Ever*.

Optional Activity

 5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them number-side down. Have the child draw a card, read the word, and tell you the comparative (-er ending or *more*) and superlative (-est ending or *most*) forms. Have the child check his/her answer on the back of the card. If the child is correct, he/she can move on the game board the number of spaces indicated on the card. If incorrect, the child cannot move. Repeat the game as time permits.

Reading Passage

Sally Takayama's Worst Day Ever • U-6

Part 1

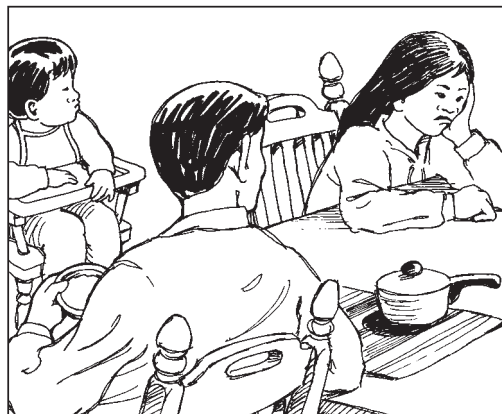
Sally Takayama slammed the front door and flung her book bag 11
 on the kitchen table. Her father looked a little concerned. "Is 22
 something wrong?" he asked. 26

"Nothing, except that this has been the worst day ever!" Sally 37
 snapped. 38

"What could have possibly happened to make it the worst 48
 day ever?" 50

Sally rubbed her tired eyes with her fists. "Well, first of all," 62
 she began, "I stopped to pull a penny out from a crack in the 76
 sidewalk on my way to the bus stop. By the time I got it out, the 92
 bus was there. As I ran to catch it, my shoestring broke and my 106
 shoe fell off. It was too late to run back and get it. I found it 122
 again near the bus stop on my way home, but it looks like 135
 someone ran over it." 139

Sally's father peered under the table, and sure enough, Sally's 149
 left shoe bore the distinct mark of a tire tread. 159



Part 2

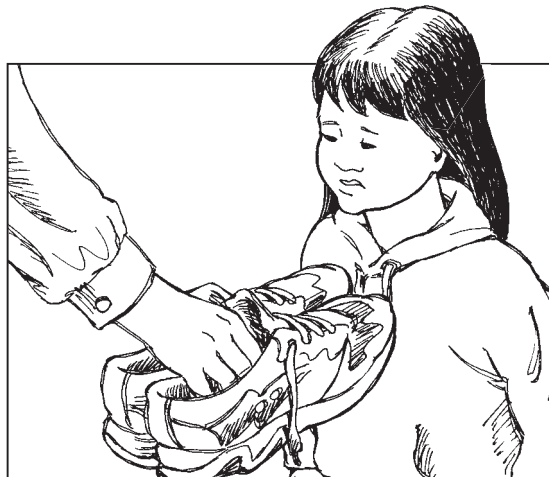
Sally continued. "Bobby Danforth spotted my bare sock and started calling me Sock-Shoe Sally. Then in the cafeteria, Mary spilled her chocolate milk on the floor and I stepped in it. Then Bobby Danforth started calling me Chocolate-Sock Sally."

Sally sighed. "The principal noticed that I didn't have a shoe. She brought me to her office and took out these smelly old running shoes. She told me I could wear them for the rest of the day. They must have been a million sizes too big."

"It was very nice of Mrs. Anderson to loan you her shoes," Sally's father said.

"Well, in gym class, they sounded like, 'clap-squish, clap-squish' because of the chocolate milk in my sock. It made me miss the volleyball, and the whole team was mad at me."

"That sounds like a pretty bad day," Sally's father said. "But you sure looked like you were having fun telling me the story."

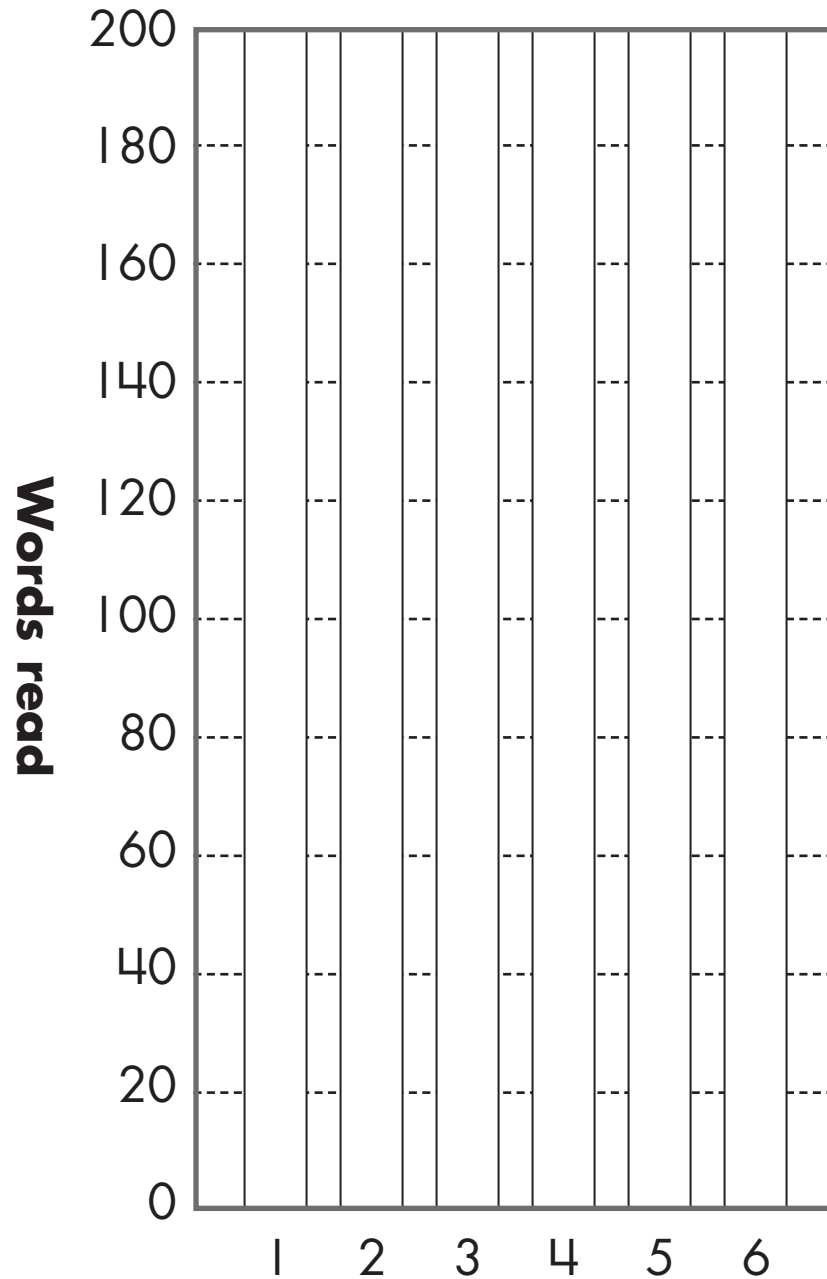


Fluency

Repeated Reading Bar Graph

Lesson U-6

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (FRONT)

Lesson U-6

concerned

bad

tired

late

distinct

wet

smelly

big

nice

angry

pretty

fun

little

embarrassed

good

miserable

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson U-6

later
latest

2

more tired
most tired

3

worse
worst

4

more concerned
most concerned

4

bigger
biggest

1

smellier
smelliest

2

wetter
wettest

1

more distinct
most distinct

5

more fun
most fun

4

prettier
prettiest

2

angrier
angriest

3

nicer
nicest

1

more miserable
most miserable

3

better
best

4

more embarrassed
most embarrassed

5

littler
littlest

1

